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ABSTRACT

To establish its position concerning the differences between general, prevocational, and vocational education, the Division of Vocational Education for New Mexico defined each area and applied these definitions to agriculture, distributive education, health occupations, home economics, office education, and trade and industrial education programs at the secondary level. Charts of possible sequential courses for occupational training programs are used to clarify the relation between general, prevocational, and vocational education. (SB)

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TABLE OF CONTENTS

Page

INTRODUCTION 1

DEFINITIONS 2

General Education 2

Pre-Vocational Education 2

Vocational Education 2

AGRICULTURE 3

DISTRIBUTIVE EDUCATION 4

HEALTH OCCUPATIONS 6

HOME ECONOMICS 8

OFFICE EDUCATION 12

TRADE AND INDUSTRIAL 14

CONCLUSION 16

INTRODUCTION

There seems to be some confusion concerning the distinguishing factors between general education, pre-vocational education, and vocational education. Certainly there are many opinions on this subject which differ from "All education is vocational education." to "Vocational education is training in a specific occupational skill."

The Division of Vocational Education for New Mexico will attempt to establish its position within the definition, interpretation, and intent of the Vocational Amendments Act of 1968 (P.L. 90-576), as viewed by this office.

Each major vocational area is listed with explanations concerning the above mentioned topics and how they might apply. Charts are shown to clarify possible sequential courses in some occupational training programs. These charts do not profess to cover all occupational offerings which might occur but are merely used to cite examples.

This paper will not identify block periods and time requirements for an approved program in a particular occupational training area in their entirety, as these will vary. To obtain this technical information, one should refer to the "Policies and Procedures for Vocational-Technical Education in New Mexico." This publication may be obtained from the State Director of Vocational Education in Santa Fe, New Mexico.

DEFINITIONS

General Education

This term usually applies to those courses in the school curriculum which encompass the accepted academic and fine arts areas designed to make the graduate a better citizen in the community with the basic skills of Language Arts, Foreign Language, Mathematics, Science, Social Studies, Fine Arts, Health Education, and Physical Education. Even though these subject areas are generally beneficial to each student regardless of occupational pursuit, they are oriented to meet college entrance requirements. There are also courses in the practical arts, such as Business Education, Home Economics, Industrial Arts, and Driver Education designed for enrichment purposes. These practical arts courses do not have an occupational goal and are for the student's personal interest and practical application to living in our present society.

Pre-Vocational Education

Pre-vocational education could appear in the school curriculum in many ways: It could be a part of the regular school program; it could be a separate course; it could be group or individual counseling; it could be an exploratory occupational program; or it could be a combination of the above.

The important difference between general and pre-vocational education is the structure, goals, and intent of the material as it is presented. The instructional material should cover such things as the student's attitude in relation to his fellowman, as well as stressing the importance of his being productive and doing his "share" in our society, the different job opportunities, the new emerging occupations, salary levels, working conditions in the various occupations, employer-employee relations, and other related course material.

Exploratory courses in a particular occupational cluster could be pre-vocational if they are designed to lead into an occupational area. The important points to remember are the intent and objectives of the pre-vocational courses. These exploratory courses must be well organized and structured to lead into a sequential occupational curriculum.

Vocational Education

The term "vocational education" means vocational or technical training or retraining designed to prepare individuals for gainful employment as semiskilled or skilled workers, technicians, or subprofessionals in recognized occupations and in new and emerging occupations. This training may be secondary or post-secondary, and it may be terminal or designed to lead into further training in a particular occupational area. This includes vocational guidance and counseling in connection with instruction related to the occupation for which the students are in training.

This training may not lead into a profession, which requires a baccalaureate or higher degree.

The following are examples of how these definitions apply to each vocational area in the secondary program.

AGRICULTURE

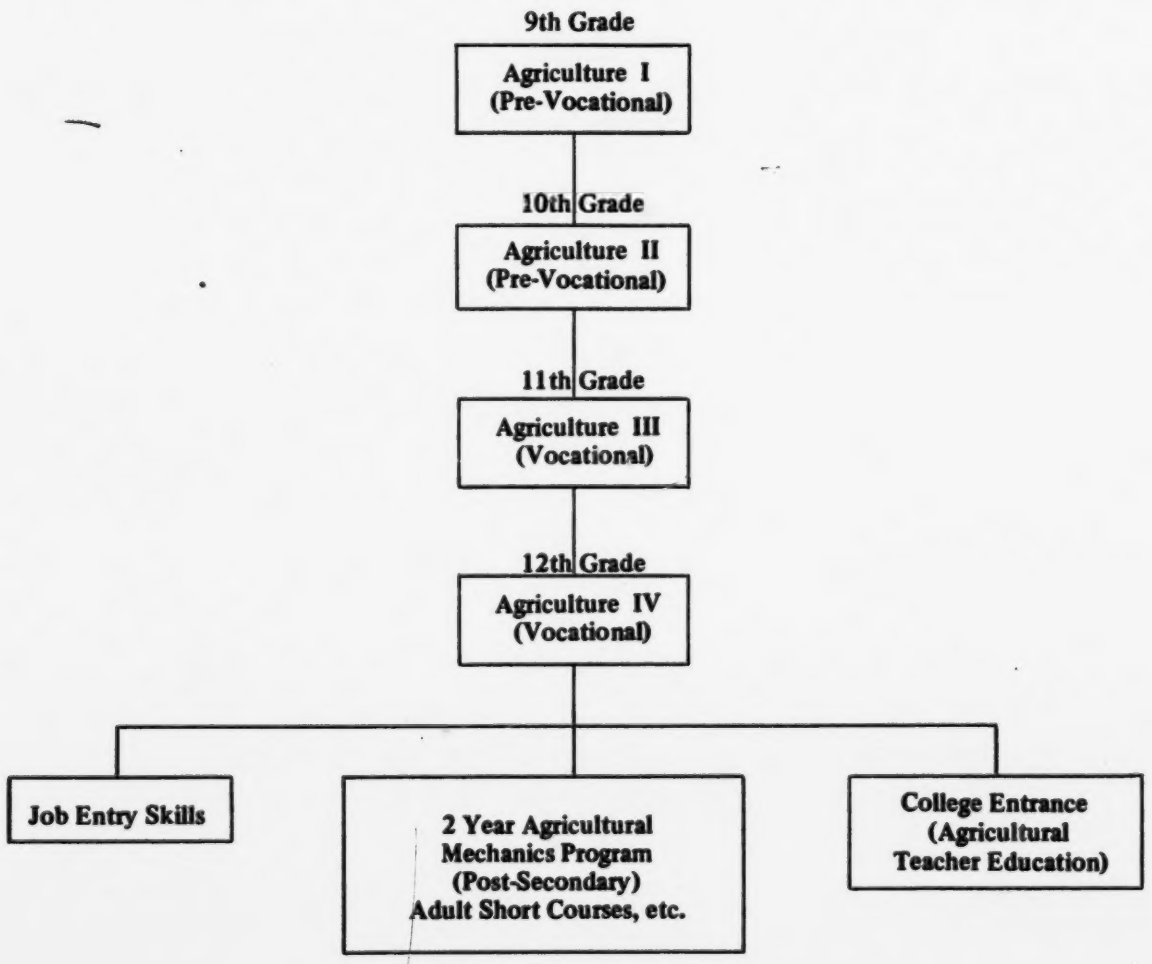
Agriculture, being the oldest program in the field of vocational education, is not usually associated with general education; yet, we realize that some students take these courses merely because they like animals and the thrill of growing things. It is felt that if this is the extent of the student's involvement, this then would be general education.

Agriculture I and II (Pre-vocational) consist of the study of basic agriculture in Animal Science, Plant Science, Soil Science, and Agriculture Mechanics. Agriculture I and II are more concerned with basic information; yet this is a structured, sequential curriculum leading directly into the third and possibly fourth-year programs, which are aimed at specific occupational skills in the field of agriculture.

Agriculture III, and Agriculture IV in those schools which have a four-year program, are vocational and will cover agricultural economics, the management of a farm business and the accounting necessary to operate an efficient business; or, a program of instruction may be selected in agricultural business occupations or horticulture.

The chart on this page outlines agricultural training beginning in grade 9. It is felt this would be a good program; however, it is possible to begin with Agriculture I at grade 10. This would be determined by the size, philosophy, and economy of the local school and its surrounding area.

AGRICULTURE



DISTRIBUTIVE EDUCATION

Introduction to Careers

This course is offered in some schools in lieu of Distributive Education Preparatory and is a sequential course of study leading into the "Cooperative" phase of Distributive Education. This course may be offered in the 9th, 10th, or 11th grades, when applicable, to build a stronger sequential program. Where possible, it should be offered as a prerequisite to the Preparatory phase.

Distributive Education Preparatory

Distributive Education Preparatory is found in the 10th or 11th grade. This is the basic course introducing the student to the world of work in a classroom situation and should be a prerequisite to the Distributive Education Cooperative program. This course allows the instructor to teach the student the ways to apply for a position when meeting the prospective employer, as well as covering pre-vocational information. This is a sequential course of study leading into the "Cooperative" phase of Distributive Education, which is also the vocational phase.

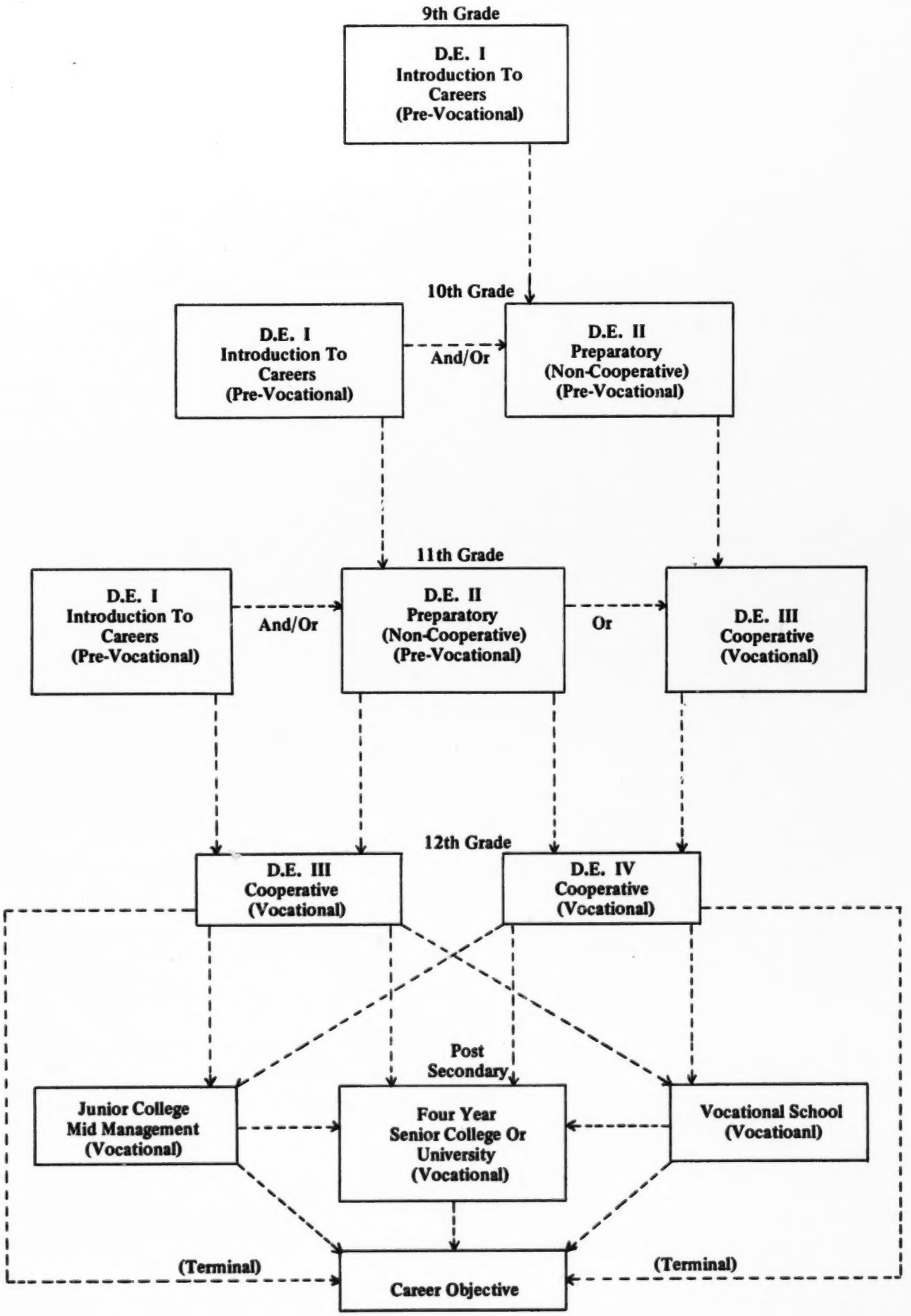
Distributive Education Cooperative

Distributive Education Cooperative is usually in the 11th or 12th grade and is the work experience and study phase of Distributive Education. The student attends a class at the high school and works at a training station in the community for a half day.

The chart on page 5 indicates the recommended courses and grade levels for a Distributive Education program. It is realized that an ideal situation would be to start the basic course in the 9th grade and allow a student to take four (4) full years of Distributive Education, but the chart also indicates how these courses could begin in the 10th or 11th grades.

As noted on the chart, the Distributive Education student will have job entry skills upon graduation from high school; but he could also continue his training in a post-secondary program at an area vocational school. This advanced training most probably would be in the area of mid-management.

DISTRIBUTIVE EDUCATION



HEALTH OCCUPATIONS

Health Occupations is one area that needs to be better understood and expanded in the secondary curriculum. The main problem appears to be in the confusion between Health Education, which is general education, and Health Occupations, which is vocational education.

Health Education is the attainment of knowledge, attitudes, and health habits relevant to the maintenance of personal health.

Health Occupations Education is the attainment of knowledge, attitudes, and skill performance related to a health career relevant to the world of work.

The chart on page 7 shows the various related course materials which could lead into the Health Occupations but is generally considered as a part of the regular curriculum usually taught in Health Education or Home Economics programs. There is also reference made to Mathematics, Biology, and Chemistry, which are considered to be academic; yet it is felt that if certain specific information pertaining to the occupational area were covered, this would be helpful.

Example:

Mathematics (General Science)

The Apothecaries System for liquid measures--fluid drams, fluid ounces as the units of measure and for solid measures--grams, drams and ounces.

The Metric System for liquid, the cubic centimeters and liters and the use of milligrams, grams, and kilograms.

Students may have introductory material into sources and uses of therapeutic drugs by using as reference the United States Pharmacopoeia and the National Formulary.

Biology, Chemistry and/or General Science are subjects which are prerequisite to enter many of the para-medical, dental and nursing fields.

The courses on the chart are only listed through grade 12, and, of the material shown, the ones that could be considered vocational are School Health Aides, Co-operative Work Experience, Nurse Assistant, and Child Growth and Development. There are many general and specialty occupations in the health field for those students completing high school. Some of the occupations requiring less than a B.S. Degree are Licensed Practical Nurse, X-Ray Technician, Medical Lab Technician, Dental Technician, Inhalation Therapist, and many more. These post-secondary and adult training courses are taught in the area vocational schools and in some private and public hospitals.

It might be noted that the school nurse could play an important part in this area of teaching and guidance and not be used solely for student health services.

HEALTH OCCUPATION EDUCATION
Vocational Oriented Courses

Areas	Units	Grade 9	Grade 10	Grade 11	Grade 12
PERSONAL HEALTH	PERSONAL HYGIENE	Development of personal relationships, grooming & appearances		Self Health & family health care	Body Structure & Functions
	NUTRITION	Food & dietary fads. Effects on personal appearance. Hygiene of digestion.			
	WHOLESOME ACTIVITY AND REST	Effects of Exercise. Sound principles of body conditioning, emphasizing muscular activity to accomplish the desired purposes of the individual. Need for rest, sleep, relaxation, and recreation.	Home and/or Community health aides, Safety and First Aide		
	CHOICE AND USE OF HEALTH SERVICES AND HEALTH PRACTICES	Health appraisal and utilization of local health resources	Orientation & explorations to Health Careers opportunities & preparation.	Consumer selection. Pure food, drug, & cosmetic laws. Health, accident & hospital insurance plans. Health vacations.	School Health Aides
COMMUNITY HEALTH	PREVENTION AND CONTROL OF DISEASE	State, local control, regulations of communicable disease		Communicable and non-communicable diseases. Factors in prevention & control. Modern medical care.	Cooperative work experience with local public health agency
	COMMUNITY HEALTH SERVICES AND AGENCIES		Health & Social Service agencies in the community (Taught with choice and use of health services and health practices.)		Nursing Assistant (skill development project)
MENTAL HEALTH	PERSONALITY AND CHARACTER DEVELOPMENT, INDIVIDUAL ADJUSTMENTS TO SOCIETY, AND FAMILY LIVING	Physical basis of behavior. Heredity & environment in determining behavior. Desirable attitudes toward mental & nervous illness. Good mental health practices & attitudes relating to personal and social maturity.		The family as a basic social unit. Preparation for marriage. Marriage adjustments. Planning for the family. Adjustments for the unmarried. Later life adjustments.	Child care center, Child Growth & Development
	ALCOHOL, OTHER NARCOTICS AND TOBACCO		Mental & emotional aspects of the use of alcohol, tobacco, other narcotics, and drugs.		Group Dynamics in the therapuetic use of drugs (Pharmacology aide)
Related Subject Area	Social Science Math Related Technology		General Science Math	Biology Chemistry	

HOME ECONOMICS

General Home Economics:

These are usually yearly or semester courses in two (2) areas such as Foods and/or Clothing. Some schools also have Family Life Education and/or Child Development.

Vocational Home Economics:

This program usually begins with comprehensive courses in Grades 7-9 and continues through high school in five (5) to seven (7) areas.

Foods	Pre-Vocational
Clothing & Textiles	Pre-Vocational
Housing & Interior Decorating	Pre-Vocational
Child Care & Development	Pre-Vocational
Family Relationship	Pre-Vocational

Preparation for a vocation in:

Homemaking	Vocational
Home Economics Related Area (Paid Employment)	Vocational

The General Home Economics is taken purely for personal use, as is the case in English and Math, and there is no particular goal other than for enrichment purposes.

The pre-vocational courses are established in a sequential curriculum designed to lead into a specific vocational area with definite vocational skills involved.

The vocational areas cited are Homemaking and Home Economics Related Paid Employment, but this does not preclude a high school student going on to post-secondary training in many related areas, such as: Culinary Arts, Diatetics, and Interior Decorating to name a few. These again are aimed at a specific vocational skill.

The charts on pages 9, 10, and 11 give examples of occupational areas which may be developed in the public schools and also list courses that are pertinent. Many "Job Entry" skills can be taught in high school.

HOME ECONOMICS

7th. Grade (1 Sem. or 1 Yr.)

Exploratory Home Economics (Foods, Health & Safety, Personal Development, Management, Dec.)

8th. Grade (1 Sem.–Year)

Exploratory Home Economics (Child Care, Clothing, Health, Finance, Career Exploration)

HOME ECONOMICS	HOME ECONOMICS RELATED OCCUPATIONS*								
FOR HOMEMAKING	**FOOD SERVICES**	**CLOTHING SERVICES**	**CHILD CARE SERVICES**	**ENVIRON-MENTAL PLANNING**	**FAMILY ECONOMICS**	**CREATIVE ARTS**	**HUMAN RELATIONS**	**HOUSE-KEEPING SERVICES**	**HEALTH (Pre-Voc.)**
9–12 Grades Foods I Clothing I Child Care & Development Environ. Planning †† Foods II Clothing II Creative Arts	Foods I Foods II	Clothing I Clothing II	Child Care & Development Creative Arts	Environmental Planning (Housing & Interior Decorating)		Creative Arts	Child Care & Development	Home Mgmt. Foods I Child Care & Development	Child Care & Development Foods I Creative Arts
11–12 Grades Only Family Life Ed. Consumer Ed. OR 1 Year Comprehensive Senior Seminar Bachelor Sem.	Family Life Ed.	Tailoring	Family Life Ed.	Family Life Ed. Consumer Ed.	Family Life Ed. Consumer Ed.		Family Life Ed. Consumer Ed.	Family Life Ed.	

Cooperative Program (12th. grade) – – – Job Entry – – – Specialized Training (1–4 years)

All areas can be expanded in job opportunities by combining with courses in Distributive or Office Edcuation, additional semester courses in Home Economics, or programmed units.

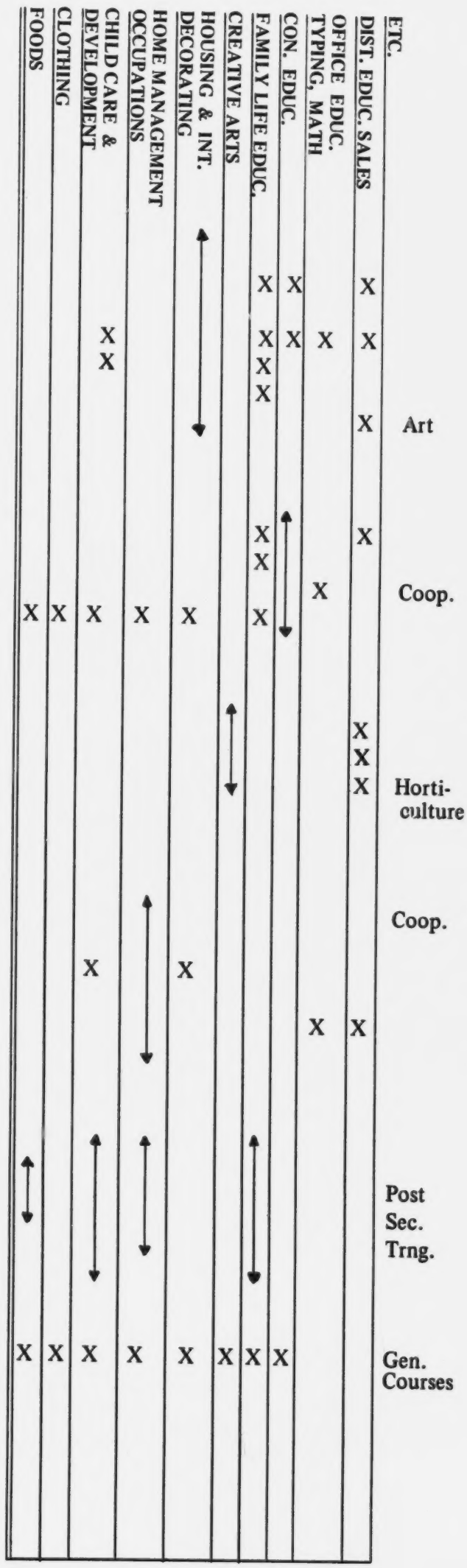
All areas after a one-semester course provide entry level skills and can be combined with a cooperative program.

HOME ECONOMICS

JOB OPPORTUNITIES

	FOODS	CLOTHING	CHILD CARE & DEVELOPMENT	HOME MANAGEMENT OCCUPATIONS	HOUSING & INT. DECORATING	CREATIVE ARTS	FAMILY LIFE EDUC.	CON. EDUC.	TYPING, MATH	OFFICE EDUC.	DIST. EDUC. SALES	ETC.
I. FOOD SERVICES												
Dishwasher				X								
Bus Girl, boy				X								
Line Server											X	
Waitress, waiter			X	X			X		X		X	
Cook, Asst. Cook			X	X								Coop.
Caterer			X									Coop.
Cake Decorator			X			X						
Dietitian												
II. CLOTHING SERVICES												
Modeling											X	
Dressmaker												
Alterations												
Industrial Sewing												Coop.
Sales – fabrics, clothing											X	
Buyer											X	
Comparative Shopper											X	
Drapery Construction						X			X			
III. CHILD CARE SERVICES												
Baby Sitting												
Day Care Center Worker												Coop.
Day Care Home Operator	X											
Sales – infant & children's merchandise											X	
Teacher aide – kinderg. – elem.												Coop.
Receptionist – pediatrician										X		
Institutional worker (disadv.)												Coop.
Nurses' aide – pediatrics												N. Aide Trng.
Teacher												
IV. HUMAN RELATIONS												
Homemaker's Assistant	X			X	X							
Cottage Parent, retarded, emotionally dist., delinquent	X				X	X						
Voc. – Rehab. Counselor Aide												
Juvenile Officer												
Psychiatric Aide	X				X	X						
Institutional Worker	X											
House Director	X				X							
Hostess	X										X	
Homemaker's Service	X			X		X						
Extension Aide	X	X		X	X	X						
Teacher												Univ.
Extension Agent												Univ.

JOB OPPORTUNITIES



V. ENVIRONMENTAL PLANNING SERVICES
- Realtor
- Appraiser
- Sales – dept. store
- Consultant, int. decoration
- Lighting Consultant
- Merchandising displayer

VI. FAMILY ECONOMICS
- Ins. Agent, Health, Home, Life
- Bank Personnel – Loan Co.
- Insurance Sec.
- Visiting Homemaker

VII. CREATIVE ARTS
- Handicraft Sales
- Speciality Work
- Florist Aide

VIII. HOUSEKEEPING SERVICES
- Maid Service, Hotel-Motel
- Household Technician
- Housekeeper
- Custodial Service
- Motel Management
- Central Supply – Hospital

IX. HEALTH OCCUPATIONS (Pre-vocational)
- Nurses' aide
- Practical nurse
- Registered nurse
- Dental assistant

X. HOMEMAKER

OFFICE EDUCATION

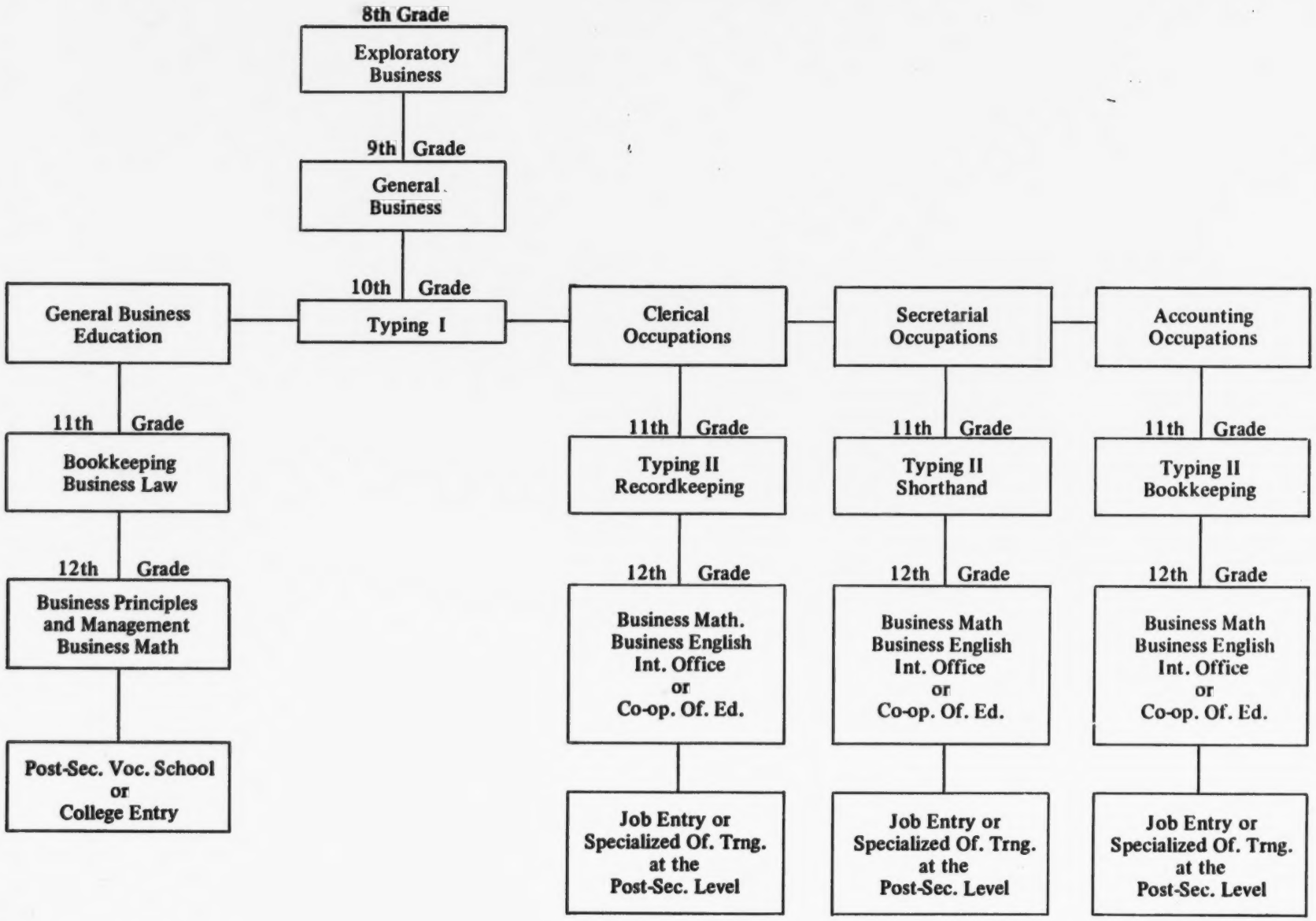
General education would encompass business courses where the student is interested purely in personal enrichment. If he should chose individual courses, such as Typing, Business Law, Recordkeeping, Notehand, Consumer Economics, Business Principles, Management, etc., and is not interested in a planned sequential program leading toward an office occupation; then this is general education.

Pre-vocational education would be those planned sequence of Business Education courses leading to the Intensive Block or Cooperative program. The ultimate goal is a position in an office occupation.

Vocational Business Education refers to the Intensive Block or Cooperative phase of the program. When this phase is completed, the student will have entry level skills in an office occupation.

The chart on page 13 outlines a suggested Office Edcuation program for the public schools starting in grade 8. The size of the school would determine how extensive the office program might be.

OFFICE EDUCATION DIVISION
SECONDARY PROGRAMS


8th Grade
Exploratory Business
9th Grade
General Business
10th Grade
General Business Education
Typing I
Clerical Occupations
Secretarial Occupations
Accounting Occupations
11th Grade
Bookkeeping Business Law
11th Grade
Typing II Recordkeeping
11th Grade
Typing II Shorthand
11th Grade
Typing II Bookkeeping
12th Grade
Business Principles and Management Business Math
12th Grade
Business Math. Business English Int. Office or Co-op. Of. Ed.
12th Grade
Business Math Business English Int. Office or Co-op. Of. Ed.
12th Grade
Business Math Business English Int. Office or Co-op. Of. Ed.
Post-Sec. Voc. School or College Entry
Job Entry or Specialized Of. Trng. at the Post-Sec. Level
Job Entry or Specialized Of. Trng. at the Post-Sec. Level
Job Entry or Specialized Of. Trng. at the Post-Sec. Level

TRADE AND INDUSTRIAL

The relationship between Industrial Arts and Trade and Industrial Education is one phase of the educational process which is often confusing. The areas of instruction are similar and many times overlapping, which sometimes causes the misconception that Industrial Arts is vocational education. This is not true.

The difference between Industrial Arts and Trade and Industrial education is one of purpose and objective. Industrial Arts is included in the school curriculum to satisfy general educational requirements, such as attitudes, safety, leisure time activities, work habits, home mechanics, and consumer knowledge. Trade and Industrial Education has as its objective to train a person in the skill and knowledge needed to become vocationally competent in his chosen occupation.

The chart on page 15 shows a sequence of Industrial Education courses beginning in grade 7. Those courses labelled "exploratory" and "introductory" are general education. If a school offers courses in Auto Mechanics, Woods, Electricity, etc., and those courses are for the enrichment of the student without an occupational objective, either in the local high school or a nearby area vocational school, these courses are then indeed general education.

The course labelled pre-vocational at the 10th grade level is introductory to a specific occupational area. This would be the beginning of a sequential curriculum leading from grade 10 through 12 in a particular trade.

The course listings under Trade and Industrial Education for the 11th and 12th grades would be vocational because their main objective would be to strive for a specific trade skill.

INDUSTRIAL ARTS

7th

Exploratory,
1. Power Mechanics
2. Basic Electricity
3. General Metals
4. Drafting
5. Graphic Arts
6. Plastics
7. Woods

8th

Exploratory,
1. Power Mechanics
2. Basic Electricity
3. General Metals
4. Drafting
5. Graphic Arts
6. Plastics
7. Woods

9th

Exploratory,*
1. Power Mechanics
2. Basic Electricity
3. General Metals
4. Drafting
5. Graphic Arts
6. Plastics
7. Woods

10th

Pre-Vocational
Introductory to a specific occupational area

Taught by a Voc. T. & I. certified teacher

10th

Exploratory,
1. Power Mechanics I
2. Electricity-Electronics I
3. General Metals I
4. Drafting I
5. Graphic Arts I
6. Industrial Plastics I
7. Woods I

INDUSTRIAL ARTS

11th or 12th

Introductory,
1. Power Mechanics II
2. Electricity-Electronics II
3. General Metals II
4. Drafting II
5. Graphic Arts II
6. Industrial Plastics II
7. Woods II

Post High School

Technical Institutes
College or University
Area Vocational School
Apprenticeship Trades

TRADE AND INDUSTRIAL EDUCATION

11th or Area Vocational School

1. Electricity
2. Electronics
3. Auto Mechanics
4. Drafting
5. Refrigeration
6. Auto Body
7. Food Service
8. Carpentry
9. Plastics
10. Printing
11. Machine Tool
12. Watch Repair
13. Welding
14. Business Machine Repair
15. Appliance Repair
16. Radio, T. V. Repair
17. Cosmetology

12th or Area Vocational School

1. Electricity II
2. Electronics II
3. Auto Mechanics II
4. Drafting II
5. Refrigeration
6. Auto Body II
7. Food Service
8. Carpentry
9. Plastics
10. Printing
11. Machine Tool
12. Watch Repair
13. Welding
14. Business Machine Repair
15. Appliance Repair
16. Radio, T. V. Repair
17. Cosmetology
18. I. C. T.

Post High School

Job Entry
Area Vocational Schools
Technical Institutes
Apprenticeship Trade
Higher Education

*Students should not repeat areas taken in the 8th grade.

* * The specific time requirements needed to qualify for an approved program have been purposely omitted because these might vary. If you are interested in this technical information, please consult the "Policies and Procedures for Vocational-Technical Education in New Mexico." This publication may be obtained from the State Director of Vocational Education in Santa Fe, New Mexico.

CONCLUSION

The preceding definitions and explanations will certainly not answer all questions concerning this complex problem. However, it is hoped that this paper will help the educator to better understand the differences between general education, pre-vocational education, and vocational education as viewed by personnel in the Vocational Division. It is realized that many justifiable disagreements will arise from this position, but the lines have to be drawn someplace for the purpose of clarification, and it is felt that our position is valid.